



Barnwell Primary

734 Hagood Ave.
Barnwell, SC 29812

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-3 Elementary School | |
| Enrollment | 883 Students | |
| Principal | Robbie Eubanks | 803-541-1320 |
| Superintendent | Roy Sapough | 803-541-1300 |
| Board Chair | Chad Perry | 803-259-9753 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2009 | Below Average | At-Risk |
| 2008 | Below Average | Below Average |
| 2007 | Below Average | At-Risk |
| 2006 | Average | Excellent |
| 2005 | Average | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

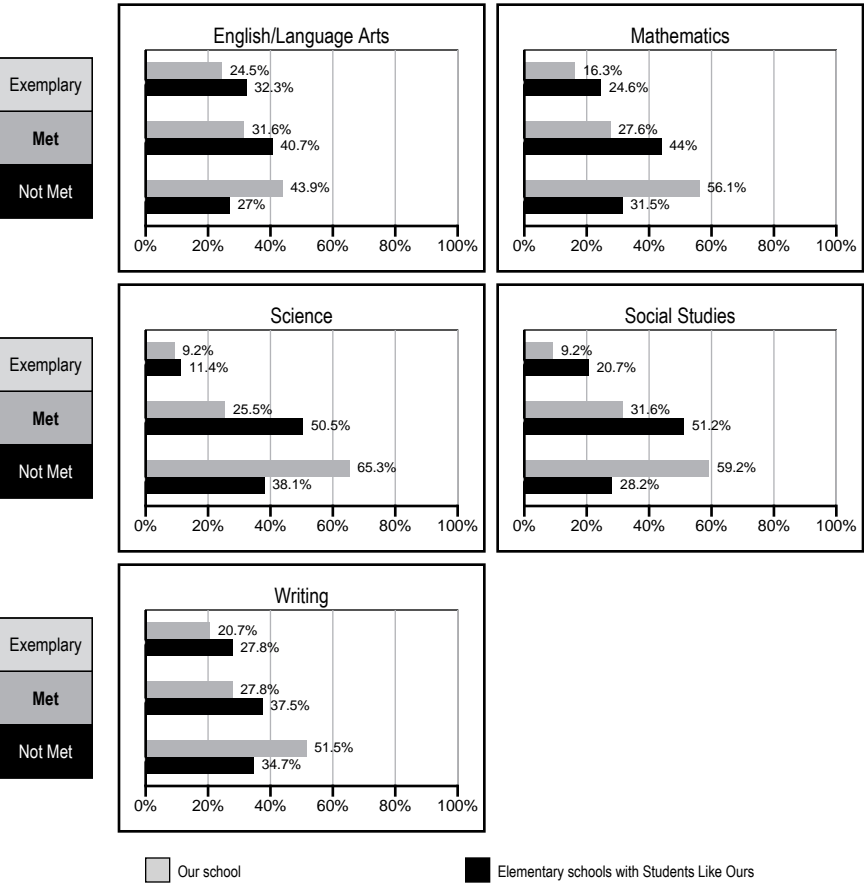
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1 | 11 | 87 | 13 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=883) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 5.9% | Up from 3.3% | 2.5% | 1.9% |
| Attendance rate | 95.0% | Up from 94.8% | 96.1% | 96.3% |
| Eligible for gifted and talented | 5.5% | Down from 10.6% | 7.6% | 10.0% |
| With disabilities other than speech | 7.7% | Up from 6.6% | 9.0% | 7.7% |
| Older than usual for grade | 1.8% | Up from 1.5% | 0.6% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.1% | 0.0% | 0.0% |
| Teachers (n=67) | | | | |
| Teachers with advanced degrees | 55.2% | Up from 50.0% | 58.3% | 59.4% |
| Continuing contract teachers | 95.5% | Up from 93.8% | 82.4% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 91.7% | Up from 90.5% | 86.5% | 85.9% |
| Teacher attendance rate | 95.7% | Up from 94.5% | 95.0% | 95.1% |
| Average teacher salary* | \$47,419 | Up 4.5% | \$47,161 | \$47,149 |
| Professional development days/teacher | 10.6 days | Down from 15.7 days | 11.8 days | 11.1 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.7 to 1 | Down from 19.9 to 1 | 18.6 to 1 | 18.8 to 1 |
| Prime instructional time | 90.5% | Up from 89.0% | 90.0% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$7,860 | Up 8.0% | \$7,287 | \$7,458 |
| Percent of expenditures for instruction** | 67.3% | Down from 70.5% | 68.7% | 68.8% |
| Percent of expenditures for teacher salaries** | 63.5% | Down from 65.5% | 61.2% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Barnwell Primary School is fortunate to have K-8 Language Arts and Math coordinators that provide assistance to the classroom teachers in developing effective teaching strategies through workshops and seminars, and in acquiring instructional resources to enhance classroom instruction. Barnwell Primary School has implemented Reading and Math Intervention programs to assist low achieving students. Students at Barnwell Primary School are taught brain booster skills through programs such as Talk One, Talk Two, Habits of the Mind, Think First, and Jump Start.

Barnwell Primary School has implemented the Positive Behavior Intervention and Support program. Barnwell Primary School has a very active Parent Volunteer program and Mentor Program, as well as an active Foster Grandparent Volunteer program. We have also initiated an Adult Mentor Program that is directed by the School Guidance Counselor.

Barnwell Primary School provides community service projects for the faculty, staff, students and parents. Those projects include: recycling aluminum cans, ink cartridges, cell phones, and box tops; PTO can food drive; activities to raise money for Relay for Life and Pennies for Patients; and students participated in Jump Rope for Heart. Every student at Barnwell Primary School participates in art shows and music programs for parents and community members. To enhance and enrich the learning experience of all students at Barnwell Primary School, Smart Board technology has been installed in all classrooms. Teachers are able to develop interactive lessons in all subject areas so that all students can engage in hands on learning. Barnwell Primary School offered an after-school reading and math program for third grade students. Barnwell Primary School offered Parent Information Nights and Family Fun Nights several times a year. The Barnwell Primary School guidance counselor implements character education and conflict resolution programs in the classrooms, one-on-one and group sessions.

Barnwell Primary School successfully completed the Southern Association of Colleges and School five-year Guided Self-Study and is fully accredited. Barnwell Primary School is indeed a school where we are continuing to Build Positive Steps for our students.

Elizabeth Buxton, Barnwell Primary School SIC Chairperson
Robbie Eubanks, Principal, Barnwell Primary School

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 52 | 145 | 149 |
| Percent satisfied with learning environment | 94.2% | 90.9% | 89.0% |
| Percent satisfied with social and physical environment | 98.1% | 84.6% | 86.3% |
| Percent satisfied with school-home relations | 75.0% | 88.5% | 87.6% |

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.4% | 0.0% | No |
| Student attendance rate | 95.0% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 213 | 99.5 | 42.6 | 31.7 | 25.7 | 74.8 | 73.3 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 113 | 100 | 46.8 | 28.4 | 24.8 | 71.6 | 68 | 79.3 | N/A | N/A |
| Female | 100 | 99 | 37.6 | 35.5 | 26.9 | 78.5 | 78.9 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 101 | 99 | 26.3 | 31.6 | 42.1 | 86.3 | 83.4 | 89.5 | Yes | Yes |
| African American | 110 | 100 | 56.2 | 32.4 | 11.4 | 64.8 | 61.3 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 92.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 72.7 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 96.9 | 64.3 | 17.9 | 17.9 | 57.1 | 41.7 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 154 | 99.4 | 52.4 | 30.1 | 17.5 | 67.1 | 63.8 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 213 | 99.5 | 55 | 29.2 | 15.8 | 58.4 | 68.4 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 113 | 99.1 | 54.6 | 30.6 | 14.8 | 56.5 | 66.3 | 77 | N/A | N/A |
| Female | 100 | 100 | 55.3 | 27.7 | 17 | 60.6 | 70.5 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 101 | 100 | 37.5 | 32.3 | 30.2 | 72.9 | 79.2 | 87.2 | Yes | Yes |
| African American | 110 | 99.1 | 71.2 | 26 | 2.9 | 45.2 | 55.7 | 66.7 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 93 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 54.5 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 96.9 | 75 | 21.4 | 3.6 | 32.1 | 36.5 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 154 | 99.4 | 65.7 | 27.3 | 7 | 48.3 | 58.1 | 70.2 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 107 | 100 | 63.4 | 27.7 | 8.9 | 36.6 | 48.7 | 67.5 |
| Gender | | | | | | | | |
| Male | 61 | 100 | 61 | 28.8 | 10.2 | 39 | 48.4 | 67 |
| Female | 46 | 100 | 66.7 | 26.2 | 7.1 | 33.3 | 48.9 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 50 | 100 | 42.6 | 40.4 | 17 | 57.4 | 64.6 | 79.5 |
| African American | 56 | 100 | 81.1 | 17 | 1.9 | 18.9 | 29.2 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 84.3 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | 73.7 | 21.1 | 5.3 | 26.3 | 20.6 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 81 | 100 | 73.3 | 22.7 | 4 | 26.7 | 34.7 | 55.1 |

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| Social Studies | | | | | | | | |
| All Students | 107 | 99.1 | 56.9 | 33.3 | 9.8 | 43.1 | 51.7 | 72.3 |
| Gender | | | | | | | | |
| Male | 53 | 98.1 | 62 | 28 | 10 | 38 | 52.6 | 71.5 |
| Female | 54 | 100 | 51.9 | 38.5 | 9.6 | 48.1 | 50.9 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 51 | 100 | 42.9 | 40.8 | 16.3 | 57.1 | 63.8 | 80.7 |
| African American | 55 | 98.2 | 69.2 | 26.9 | 3.8 | 30.8 | 35.8 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 88.5 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 12 | 91.7 | I/S | I/S | I/S | I/S | 23.7 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 74 | 98.7 | 66.7 | 24.6 | 8.7 | 33.3 | 39.2 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 213 | 96.2 | 51.5 | 27.8 | 20.7 | 48.5 | 52.7 | 70.2 | 95 | 94.7 |
| Gender | | | | | | | | | | |
| Male | 114 | 95.6 | 56.1 | 29 | 15 | 43.9 | 46 | 63.2 | 94.9 | 94.5 |
| Female | 99 | 97 | 46.2 | 26.4 | 27.5 | 53.8 | 59.7 | 77.5 | 95.1 | 95 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 100 | 98 | 32.6 | 29.5 | 37.9 | 67.4 | 66.5 | 79.1 | 94.8 | 94.6 |
| African American | 111 | 94.6 | 69.3 | 25.7 | 5 | 30.7 | 36.7 | 57.6 | 95.1 | 94.9 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 86.2 | 94.2 | 95.6 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 36.4 | 62.6 | 95.7 | 95.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | 92.9 | 91.1 |
| Disability Status | | | | | | | | | | |
| Disabled | 31 | 74.2 | N/AV | N/AV | N/AV | 9.1 | 5.1 | 26.1 | 93.7 | 93.5 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 61.2 | 96.8 | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 153 | 96.1 | 63.6 | 25.7 | 10.7 | 36.4 | 38.9 | 58.9 | 94.6 | 94.3 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | 213 | 99.5 | 42.6 | 31.7 | 25.7 | 57.4 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Mathematics

| | | | | | | | |
|------|---|-----|------|-----|------|------|-----|
| 2009 | 3 | 213 | 99.5 | 55 | 29.2 | 15.8 | 45 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Science

| | | | | | | | |
|------|---|-----|------|------|------|-----|------|
| 2009 | 3 | 107 | 100 | 63.4 | 27.7 | 8.9 | 36.6 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Social Studies

| | | | | | | | |
|------|---|-----|------|------|------|-----|------|
| 2009 | 3 | 107 | 99.1 | 56.9 | 33.3 | 9.8 | 43.1 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Writing

| | | | | | | | |
|------|---|-----|------|------|------|------|------|
| 2009 | 3 | 213 | 96.2 | 51.5 | 27.8 | 20.7 | 48.5 |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

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N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample